

DETERMINING SUITABILITY OF PRO-AND
ANTI-CULTURAL LITERARY TEXTS FOR A
SPECIFIC INTERPRETIVE COMMUNITY
USING HRV BIOFEEDBACK AT TAIBAH
UNIVERSITY

IFTIKHAR YOUSAF

DOCTOR OF PHILOSOPHY
UNIVERSITI MALAYSIA PAHANG



SUPERVISOR'S DECLARATION

We hereby declare that we have checked this thesis/project* and in our opinion, this thesis is adequate in terms of scope and quality for the award of the degree of Doctor of Philosophy.

(Supervisor's Signature)

Full Name : Dr. MUHAMMAD NUBLI BIN ABDUL WAHAB

Position : ASSOCIATE PROFESSOR

Date :

(Co-Supervisor's Signature)

Full Name : Dr NORASHIKIN ABDUL AZIZ

Position : SENIOR LECTURER

Date :



STUDENT'S DECLARATION

I hereby declare that the work in this thesis is based on my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at Universiti Malaysia Pahang or any other institutions.

A handwritten signature in black ink, appearing to read 'Iftikhar', written over a horizontal line.

(Student's Signature)

Full Name : IFTIKHAR YOUSAF

ID Number : PBS 14003

Date :

DETERMINING SUITABILITY OF PRO-AND ANTI-CULTURAL LITERARY
TEXTS FOR A SPECIFIC INTERPRETIVE COMMUNITY USING HRV
BIOFEEDBACK AT TAIBAH UNIVERSITY

IFTIKHAR YOUSAF

Thesis submitted in fulfillment of the requirements
for the award of the degree of
Doctor of Philosophy
Centre for Modern Languages and Human Sciences

UNIVERSITI MALAYSIA PAHANG

March 2019

DEDICATION

“And We have not sent you, [O Muhammad], except as a mercy to the worlds.”

(Quran: 21:107)

DEDICATED TO RAHMAT-UL LIL-ALAMEEN (SAL-LAL-LAHO ALEHI WA
ALIHI WASALLAM)

ACKNOWLEDGEMENTS

All praise is due to Allah, Lord of the worlds and peace and blessings be upon His Prophet Muhammad (S.W.). First of all, I would like to express my earnest gratitude to Prof. Ghulam Sarwar Qureshi, former Head of Post-Graduate Studies, Govt. Islamia College Civil Lines, Lahore, my mentor, who shook my academic slumber and gave me an idea to embark upon my Ph.D. journey. My special thanks are due to Dr. Muhammad Nubli Abdul Wahab, Dean CMLHS, UMP, who as my supervisor continuously supported me with his promising ideas in the completion of my doctoral dissertation and extended his incessant encouragement and insightful comments together with marvellous patience that was indeed unprecedented. The Final Defence panel, Dr. Najah Binti Osman, Prof. Dr. Ezhar Tamam, and Associate Professor Dr. Kassim Thuiman are worthy of my sincere thankfulness for their tough questions, valuable suggestions, and keen observations.

I would like to express my special gratitude to the administration of my parent institution, Taibah University, Madinah Munawwarah, Saudi Arabia, for extending every possible help to materialize this project. The ex-Chairmen of the Department of Languages and Translation, Dr. Hashim Noor, and Dr. Alaa Alghamadi, the present Chairmen Dr. Adil Alsubhi (Madinah Munawwarah Campus) and Dr. Abdullah Aljabari (Yanbu Campus), the Dean of College of Arts and Humanities, Yanbu Campus, Dr. Hassan Alzubayani, all supported me to continue this long journey. I feel special indebtedness to the ex-Presidents of Taibah University, His Excellency Dr. Adnan Almazrou and His Excellency Dr. Mehroos Ghabban for allowing me to continue my PhD studies and granting me leave to go to Malaysia whenever it was required. Without their help and support, the project would have been a dream.

This project would have remained an illusion had Prof. Muhammad Iqbal and Dr. Shahzad Farooqi from College of Education, Majmaah University, Saudi Arabia, not been there to help and cooperate with me on every step. Dr. Shahid Anwar, Universiti Malaysia Pahang, deserves my special thanks for his final check of formatting. Mr. Abdullah Saeed Almourai, my student at Department of Languages and Translation, Taibah University, deserves my sincere thanks for creating Google Docs for the online registration of the students to participate in data collection. And, I find no words to express my thanks to all the students at Taibah University who voluntarily participated in the data collection.

Finally, I would acknowledge my profound indebtedness to my family, especially my late father, Prof. Mohammad Yousaf who was my teacher, colleague, friend and a source of inspiration; my mother whose affectionate prayers and backing kept me going through all ordeals; and to my wife who tenaciously rendered all the internal and external responsibilities in my periodical absence for the consummation of this huge task. My beloved sons and daughters deserve a real recognition for their sacrifice, patience, and understanding which were inevitable to make this work possible.

ABSTRAK

Kajian ini berkisar dalam pengukuran impak perbezaan emosi pembaca terhadap dua buah teks, iaitu “Doctor Faustus” dan “Waiting for Gadot” menerusi penggunaan alat Biomaklumbalas. Matlamat kajian ini adalah untuk melihat sejauhmana kesesuaian alat Biomaklumbalas dalam pengukuran emosi pembaca kesan dari pembacaan sesebuah karya kesusasteraan. Berdasarkan latar belakang kerangka teori berkenaan dengan aspek penerimaan penafsiran terhadap nilai kesusasteraan yang wujud dalam sesebuah komuniti, maka penilaian juga perlu dilakukan untuk melihat kesesuaian teks-teks kesusasteraan ini berdasarkan perspektif budaya setempat. Dengan itu, teks-teks tertentu yang bersesuaian dapat digunakan dalam sesebuah komuniti untuk tujuan pengajaran dan pembelajaran bahasa inggeris sebagai bahasa kedua. Tesis ini menjelaskan dengan terperinci perbezaan tema diantara dua karya sastera iaitu dalam konteks kesesuaian budaya dan anti budaya, dan kajian ini juga mengukur emosi pembaca karya kesusasteraan dengan menggunakan kaedah biasa dan moden iaitu penggunaan teknik Biomaklumbalas sebagai alat pengukuran perubahan fisiologi para pembaca. Kajian ini juga disertakan dengan sorotan literatur yang lengkap bagi mengukuhkan dapatan kajian dimana ia menggabungkan antara kajian teks kesusasteraan dan penggunaan teknologi. Metodologi yang digunakan dalam kajian ini ialah gabungan kaedah kualitatif dan kuantitatif bagi menentukan kesahihan dan kebolehpercayaan terhadap data yang diperolehi. Kaedah kualitatif digunakan untuk mengkaji pertembungan tema antara kandungan karya kesusasteraan manakala kaedah kuantitatif digunakan untuk mengukur perbezaan emosi para pembaca teks berkenaan. Keputusan menunjukkan bahawa elemen pertembungan antara kandungan karya kesusasteraan sememangnya jelas dalam kedua-dua tema karya sastera dalam perspektif komuniti masyarakat Arab Saudi. Selain itu, skor spektrum (HRV) juga berbeza dengan jelas antara kedua-dua teks kesusasteraan “Doctor Faustus” dan “Waiting for Godot” dimana skor spektrum “VLF” yang rendah dan skor “LF” dan “Cohrence” yang tinggi dikalangan pembaca yang membaca teks yang bersesuaian dengan budaya. Dapatan juga menunjukkan perbezaan yang jelas kesan terhadap emosi pembaca terhadap kedua-dua teks kesusasteraan yang mempunyai dua tema yang berbeza. Hasil kajian mendapati pengukuran teknik Biomaklumbalas dapat digunakan dalam menentukan kesesuaian sesebuah karya teks dengan kesesuaian penafsiran sesebuah komuniti masyarakat. Kajian merumuskan dan mencadangkan bahawa dalam proses mempelajari bahasa Inggeris sebagai bahasa asing atau bahasa kedua, penggunaan teknologi alat pengukur Biomaklumbalas dapat digunakan untuk menentukan kesesuaian buku teks dengan kebudayaan Arab agar para pelajar terus bermotivasi untuk mempelajarinya.

ABSTRACT

This study deals with the measurement of comparative impact of the two selected texts “Doctor Faustus” and “Waiting for Godot” on the readers’ emotions by means of Biofeedback. This research aims at checking the viability of biofeedback as a tool to measure emotions of readers generated by the reading of a piece of literature. Embedded within the theoretical background of interpretive communities, the research scientifically evaluates the suitability of texts within cultural perspective. It will help in adopting a particular text for a particular community for teaching and learning purpose in EFL setting. The thesis describes in detail the antithetical themes of the two texts, the link between emotions and literature, the traditional and modern techniques used to measure emotions, and the functions of biofeedback technology to be used in measuring the physiological changes that occur in the reader while reading pro-cultural and anti-cultural texts. A comprehensive literature review of all the elements has been presented which are integral to this research. Since this study is an amalgam of technology and literature, a mixed mode has been used as a method to ensure the validity and reliability of the research process. The antithetical themes have been examined qualitatively while emotions have been measured scientifically in quantitative terms. From the results, it is observed that antithetical themes do exist in both the plays which bring out their pro-cultural and anti-cultural nature within Saudi perspective. Moreover, the opposing texts have an impact on the HRV Power Spectrum Score of the readers, and there is a correlation between the effects of the opposing themes of “Doctor Faustus” and “Waiting for Godot” towards emotional performance, very low frequency (VLF) and high frequency (HF) of coherence score of the readers which vary from text to text. From the findings, a conclusion is derived that HRV Biofeedback may be used as a viable tool to determine the suitability of a text to be prescribed for a specific interpretive community. Based on this conclusion, it is recommended for a smooth process of learning English as a foreign language or a second language to make use of biofeedback technology while prescribing text books devoid of cultural irritants that demotivate the students in Arab culture.

TABLE OF CONTENT

DECLARATION	
TITLE PAGE	
DEDICATION	i
ACKNOWLEDGEMENTS	ii
ABSTRAK	iii
ABSTRACT	iv
TABLE OF CONTENT	v
LIST OF TABLES	xii
LIST OF FIGURES	xv
LIST OF ABBREVIATIONS	xvii
CHAPTER 1 INTRODUCTION	1
1.1 Introduction	1
1.2 Background of the Study	1
1.3 Statement of the Problem	6
1.4 Objectives of the Research	9
1.5 Research Hypotheses	9
1.6 Significance of the Research	10
1.7 Scope of the Research	11
1.8 Definition of Terms	13
1.8.1 Comparative Impact	13
1.8.2 “Doctor Faustus”	13
1.8.3 “Waiting for Godot”	14

1.8.4	Reader's Emotions	14
1.8.5	Heart Rate Variability Power Spectrum	14
1.8.6	Very Low Frequency	14
1.8.7	Low Frequency	14
1.8.8	High Frequency	15
1.8.9	Accumulated Coherence Score	15
1.8.10	Emotional Performance	15
1.9	Overview of the Thesis	15
1.10	Summary	16
CHAPTER 2 LITERATURE REVIEW		17
2.1	Introduction	17
2.2	Conceptual Framework	18
2.3	Texts and Meaning, Context and Interpretation	18
2.3.1	Reader-Response Theory	20
2.3.2	Interpretive Communities	22
2.3.3	Interpreting the Variorum	25
2.3.4	Fish and the Postmodern Society	27
2.3.5	Saudi Students as an "Interpretive Community"	28
2.3.6	Concept of God in Muslim Interpretive Community	30
2.3.7	Emotions and Allah in Muslim Interpretive Community	31
2.3.8	Conclusive Remarks	31
2.3.9	Earlier Empirical Studies to Test a Literary Concept	35
2.4	Literature and Emotions	37
2.4.1	Attributes of Good Literature in Relation to Emotions	39
2.4.2	Readers Interaction with Character and Emotions	40

2.4.3	Types of Emotions	43
2.5	Emotions Measurement	45
2.5.1	Traditional Ways to Measure Emotions	46
2.5.2	Modern Techniques to Measure Emotions	48
2.6	Psychophysiology and Biofeedback	50
2.6.1	Psychophysiology	50
2.6.2	Biofeedback	50
2.6.3	Heart Rate Variability (HRV) Biofeedback	53
2.6.4	Autonomic Nervous System and Heart Rate Variability	56
2.6.5	Autonomic Nervous System and Heart	61
2.6.6	Application of HRV Biofeedback	62
2.6.7	HRV Frequency Range on Power Spectrum	65
2.6.8	Heart Rate Variability Analysis	66
2.6.9	HRV Range of Frequencies and LF/HF Ratio	67
2.7	Critics and Scholars on “Dr. Faustus” and “Waiting for Godot” Regarding Antithetical Themes of Existence of God	68
2.7.1	“Dr. Faustus” in View of the Critics and Scholars	69
2.7.2	“Waiting for Godot” in View of Critics and Scholars	72
2.8	Summary	77
CHAPTER 3 RESEARCH METHODS		79
3.1	Introduction	79
3.2	Research Design	79
3.3	Procedures of the Pilot Study	80
3.4	Method: Objective 1 -- Qualitative	82
3.4.1	Procedural Framework for Objective 1	83
3.4.2	Procedures for Interview	85

3.5	Methods: Objective 2 -- Quantitative	86
3.5.1	Demographic Status of the Sample	86
3.5.2	Demographic Characteristics	87
3.5.3	Sampling	87
3.5.4	Research Instruments	89
3.5.5	Tools	97
3.5.6	Procedural Protocol	101
3.6	Method: Objective 3 -- Quantitative	106
3.6.1	Procedural Framework for Objective 3	106
3.6.2	Procedure for Survey	107
3.7	Data Processing and Analysis	108
3.8	Reliability and Validity	109
3.9	Ethical Considerations	110
3.10	Summary	111
	CHAPTER 4 RESULTS AND DISCUSSION	112
4.1	Introduction	112
4.2	Statistical Results of Pilot Study	113
4.2.1	Descriptive Results of HRV	113
4.2.2	Baseline Very Low Frequency (VLF)	113
4.2.3	Baseline High Frequency (HF)	113
4.2.4	Baseline Low Frequency (LF)	113
4.2.5	Very Low Frequency (VLF)	114
4.2.6	High Frequency (HF)	114
4.2.7	Low Frequency (LF)	114
4.2.8	Coherence Score for Script 1 and Script 2	114

4.2.9	Average Heart Rate for Script 1 and Script 2	114
4.2.10	Reading Period for Script 1 and Script 2	115
4.2.11	Comparisons	115
4.2.12	Correlations	116
4.2.13	Discussion	120
4.3	The Qualitative Part – Objective 1	121
4.3.1	Results and Findings: Appendix A (Doctor Faustus)	121
4.3.2	Results and Findings: Appendix B: (Waiting for Godot)	124
4.3.3	Faculty Interview Results	128
4.3.4	Discussions	130
4.3.5	Conclusion	133
4.4	The Nijmegen Test	134
4.5	The State-Trait Anxiety Inventory	135
4.5.1	Form Y-1 and Y-2 Scores	135
4.5.2	Group 1 (Original Text)	135
4.5.3	Group 2 (Paraphrase)	135
4.5.4	Group 3 (Arabic Translation)	136
4.6	The Quantitative Part – Objective 2—Results and Findings	136
4.6.1	Group 1 (Original Text)	137
4.6.2	Group 2 (Paraphrase)	137
4.6.3	Group 3 (Arabic Translation)	137
4.6.4	Average Heart Rate for Script 1 and Script 2	138
4.6.5	Coherence Score for Script 1 and Script 2	139
4.6.6	Achievement Score for Script 1 and Script 2	140
4.6.7	Very Low Frequency (VLF)	141
4.6.8	High Frequency (HF)	142

4.6.9	Low Frequency (LF)	144
4.6.10	LF/HF Ratio	145
4.6.11	Discussion	146
4.7	The Quantitative Part – Objective 3-- Results and Findings	149
4.7.1	Comparison of Average Heart Rate for Script 1 and Script 2	150
4.7.2	Comparison of Coherence Score Script 1 and Script 2	151
4.7.3	Comparison of Achievement Score for Script 1 & Script 2	152
4.7.4	Comparison of VLF for Script 1 and Script 2	155
4.7.5	Comparison of LF for Script 1 and Script 2	156
4.7.6	Comparison of HF for Script 1 and Script 2	158
4.7.7	Comparison of LF/HF Ratio for Script 1 and Script 2	159
4.7.8	Correlations	162
4.7.9	Survey Results	172
4.7.10	Discussion	180
4.8	Hypotheses	185
4.8.1	Hypothesis 1	185
4.8.2	Hypothesis 2	186
4.8.3	Hypothesis 3	187
4.9	Summary	188
CHAPTER 5 CONCLUSION		190
5.1	Introduction	190
5.2	Conclusions	190
5.2.1	Contribution of the Study	192
5.2.2	Limitations of the Study	194
5.3	Recommendations for Future Research	195

5.4	Implications of the Study	196
	REFERENCES	198
	APPENDIX A	210
	APPENDIX B	215
	APPENDIX C	222
	APPENDIX D	223
	APPENDIX E	224
	APPENDIX F	232
	APPENDIX G	238
	APPENDIX H	240
	APPENDIX I	241
	APPENDIX J	243
	APPENDIX K	245
	APPENDIX L	246
	APPENDIX M	248
	APPENDIX N	249
	APPENDIX O	251
	APPENDIX P	253
	APPENDIX Q	260
	APPENDIX R	262
	APPENDIX S	264
	APPENDIX T	268
	APPENDIX U	271
	APPENDIX V	276
	APPENDIX Y	293
	APPENDIX Z	297

APPENDIX A1	300
APPENDIX A2	301

LIST OF TABLES

Table 2.1	List of emotions categorized into a short tree structure	45
Table 2.2	Heart Rate Variability measures	59
Table 2.3	Thematic comparison of Dr. Faustus and Waiting for Godot	75
Table 3.1	Description of demographic characteristics	87
Table 3.2	Comparison of script 1 “Waiting for Godot” and script 2 “Dr. Faustus”	100
Table 4.1	Descriptive analysis of the data of the pilot study	113
Table 4.2	Inferential analysis of the data of the pilot study	116
Table 4.3	A comparative statement of antithetical Themes in “Dr. Faustus” and “Waiting for Godot”	134
Table 4.4	Nijmegen score of the sample	134
Table 4.5	Results for STAI Y-1 & STAI Y-2	136
Table 4.6	Results of reading period	138
Table 4.7	Results of average heart rate	139
Table 4.8	Results of coherence score	140
Table 4.9	Results of HRV	144
Table 4.10	Overall results (comparison of average heart rate for script 1 & script 2)	150
Table 4.11	Intra group results (comparison of average heart rate for script 1 & script 2)	150
Table 4.12	Inter group results (comparison of average heart rate for script 1 & script 2)	150
Table 4.13	Overall results (comparison of coherence score script 1 and script 2)	151
Table 4.14	Intra group results (comparison of coherence score script 1 and script 2)	151
Table 4.15	Inter group results (comparison of coherence score script 1 and script 2)	152
Table 4.16	Overall results (comparison of achievement score for script 1 & script 2)	152
Table 4.17	Intra group (comparison of achievement score for script 1 & script 2)	153
Table 4.18	Inter group (comparison of achievement score for script 1 & script 2)	153
Table 4.19	Overall results (comparison of VLF for script 1 and script 2)	155
Table 4.20	Intra group results (comparison of VLF for script 1 and script 2)	155
Table 4.21	Inter group results (comparison of VLF for script 1 and script 2)	155

Table 4.22	Overall results (comparison of Lf for script 1 and script 2)	156
Table 4.23	Intra group results (comparison of Lf for script 1 and script 2)	156
Table 4.24	Inter group results (comparison of LF for script 1 and script 2)	157
Table 4.25	Overall results (comparison of HF for script 1 and script 2)	158
Table 4.26	Intra group results (comparison of HF for script 1 and script 2)	158
Table 4.27	Inter group results (comparison of HF for script 1 and script 2)	158
Table 4.28	Overall results (comparison of LF/HF ratio for script 1 and script 2)	159
Table 4.29	Intra group (comparison of LF/HF ratio for script 1 and script 2)	159
Table 4.30	Inter group results (comparison of LF/HF ratio for script 1 and script 2)	160
Table 4.31	Correlations	162
Table 4.32	Survey results “Waiting for Godot”	173
Table 4.33	Survey results “Dr. Faustus”	177

LIST OF FIGURES

Figure 2.1	Flow chart of the conceptual framework of the study	18
Figure 2.2	Roman Jakobson's factors of communication	19
Figure 2.3	Context, Experiential, Social, Cultural, and Psychological lenses of the reader/ text/ context transaction,	22
Figure 2.4	Fairclough's 3-dimensional model	34
Figure 2.5	Principles of biofeedback	52
Figure 2.6	Heart Rate Variability	57
Figure 2.7	Power spectrum of the HRV waveform	59
Figure 2.8	Relationship between nervous system and the heart and brain	60
Figure 2.9	Comparative Impact of 'Dr. Faustus' and 'Waiting for Godot' on the Muslim Readers' Emotions	77
Figure 3.1	Methodology flow chart of pilot study	82
Figure 3.2	Methodology flow chart for objective 1	82
Figure 3.3	Flow Chart of identification of the antithetical themes from the texts	85
Figure 3.4	Photoplethysmograph ear sensor	89
Figure 3.5	emWave's USB key with the pulse sensor plugged in	89
Figure 3.6	emWave's clip-on ear sensor	90
Figure 3.7	Screen shot while taking data	91
Figure 3.8	Screen shot showing coherence ratio	91
Figure 3.9	Difference in coherence ratio	93
Figure 3.10	Coherence light panel	93
Figure 3.11	Automatically saved record of the sessions with the sample	94
Figure 3.12	Target area on screen	95
Figure 3.13	Split HRV wave	96
Figure 3.14	The power spectrum of HRV	97
Figure 3.15	Reading of script 1 "Waiting for Godot"	103
Figure 3.16	Relaxing 2 between reading of script 1 "Waiting for Godot" and script 2 "Dr. Faustus "	103
Figure 3.17	Reading of script 2 "Dr. Faustus"	104
Figure 3.18	HRV record of the first sample	105
Figure 3.19	Methodology flow chart for objective 2	106
Figure 3.20	Methodology flow chart for objective 3	107
Figure 4.1	Response of the faculty for Samuel Beckett's play "Waiting for Godot"	129

Figure 4.2	Response of the faculty for Christopher Marlowe's play "Dr. Faustus"	130
Figure 4.3	Comparison of achievement score	154
Figure 4.4	Comparison of LF	157
Figure 4.5	Comparison of LF/HF Ratio	160
Figure 4.6	Correlation between script 1 VLF and script 1 LF	167
Figure 4.7	Correlation between script 1 LF/HF ratio and script 1 LF	168
Figure 4.8	Correlation between script 2 VLF and script 2 LF	170
Figure 4.9	Correlation between script 2 VLF and script 2 coherence	170
Figure 4.10	Correlation between script 2 achievement and script 2 coherence	171
Figure 4.11	Comparison question 1 "waiting for godot"	174
Figure 4.12	Comparison question 2 "waiting for godot"	174
Figure 4.13	Comparison question 3 "waiting for godot"	175
Figure 4.14	Comparison question 4 "waiting for godot"	176
Figure 4.15	Comparison question 5 "waiting for godot"	176
Figure 4.16	Comparison question 1 "Dr. Faustus"	178
Figure 4.17	Comparison question 2 "Dr. Faustus"	178
Figure 4.18	Comparison question 3 "Dr. Faustus"	179
Figure 4.19	Comparison question 4 "Dr. Faustus"	179
Figure 4.20	Comparison Question 5 "Dr. Faustus"	180

LIST OF ABBREVIATIONS

HR	Heart Rate
HRV	Heart Rate Variability
ANS	Autonomic Nervous System
CNS	Central Nervous System
LF	Low Frequency
VLF	Very Low Frequency
HF	High Frequency
SDDN	Standard Deviation N-N Interval
IBI	Inter Beat Interval
RFT	Resonant Frequency Training
EEG	Electroencephalography
EMG	Electromyography
ECG	Electrocardiography
r^2	Square of Pearson Correlation

REFERENCES

- A'la Mawdudi, S. A. (2013). *Towards Understanding Islam*. New York: Kube Publishing Ltd
- Aasman, J., Mulder, G., & Mulder, L. J. (1987). *Operator effort and the measurement of heart-rate variability*. *Human Factors*. The Journal of the Human Factors and Ergonomics Society, 29(2), 161-170.
- Afzal, A., & Hassan, M. (2015). *Psychoanalysis on Dr Faustus by Christopher Marlowe (Struggle between ID and Superego)*. *International Journal of Advanced Scientific and Technical Research*, 5 (2), 120-130
- Akhter, J. (2015). *Waiting for Godot: A Disparat Text*. *International Journal of Research in Social Sciences And Humanities*, 5 (2), 3-15.
- Al-Uthaimen. (2010). *The Beautiful Names And Attributes of ALLAH: Important Principles To Remember* (F. Shafeeq, Trans.). New York: Darrussalam: Global Leader in Islamic Books.
- Al Maleh, L. (2005). *English literature and Arab students*. *Academic Exchange Quarterly*, 9(1), 269-275.
- Alkire, S., & Alkire, A. (2007). Teaching Literature in the Muslim World: A Bicultural Approach. *TESL-EJ*, 10(4), n4.
- Anderson, P. (2013). *Lineages of the Absolutist State (Verso World History Series)*. London: Verso Books.
- Andreassi, J. L. (2010). *Psychophysiology: Human behavior and physiological response*. New York: Psychology Press.
- Appelhans, B. M., & Luecken, L. J. (2006). Heart rate variability as an index of regulated emotional responding. *Review of general psychology*, 10(3), 229.
- Arena, J., & Schwartz, M. (2003). Psychophysiological assessment and biofeedback baselines. *Biofeedback: A practitioners guide*, 3, 128-158.
- Armstrong, K. (2011). *A history of God: The 4,000-year quest of Judaism, Christianity and Islam*. New York: Ballantine Books.
- Aryani, A., Conrad, M., & Jacobs, A. M. (2013). Extracting salient sublexical units from written texts: "Emophon," a corpus-based approach to phonological iconicity. *Frontiers in psychology*, 4, 654.
- Aryani, A., Kraxenberger, M., Ullrich, S., Jacobs, A., & Conrad, M. (2015). Measuring the basic affective tone in poetry using phonological iconicity and subsyllabic salience. *Psychol. Aesthet. Creat. Arts*.
- Atkins, E. (2008). "Study That Tree": The Iconic Stage in Purgatory and Waiting for Godot. *South Carolina Review*, 66(40)(2).
- Auracher, J., Albers, S., Zhai, Y., Gareeva, G., & Stavniychuk, T. (2010). P is for happiness, N is for sadness: universals in sound iconicity to detect emotions in poetry. *Discourse processes*, 48(1), 1-25.
- Babae, R., & Montashery, I. (2011). Stanley Fish with respect to the reader. *International journal of English and literature*, 3(2), 18-24.

- Bacon, S. M., & Finnemann, M. D. (1990). A study of the attitudes, motives, and strategies of university foreign language students and their disposition to authentic oral and written input. *The Modern Language Journal*, 74(4), 459-473.
- Backs, R. W., & Seljos, K. A. (1994). Metabolic and cardiorespiratory measures of mental effort: the effects of level of difficulty in a working memory task. *International Journal of psychophysiology*, 16(1), 57-68.
- Bal, P. M., & Velkamp, M. (2013). How does fiction reading influence empathy? An experimental investigation on the role of emotional transportation. *PloS one*, 8(1), e55341.
- Ballon, R. (2003). Breathing life into your characters, edn: Writer's Digest Books, Cincinnati, OH.
- Barrett, L. F. (2006). Are emotions natural kinds? *Perspectives on psychological science*, 1(1), 28-58.
- Bartlett, K. R., & McGlynn, M. (Eds.). (2014). *The Renaissance and Reformation in Northern Europe*. University of Toronto Press.
- Barsalou, L. W., Simmons, W. K., Barbey, A. K., & Wilson, C. D. J. T. i. c. s. (2003). Grounding conceptual knowledge in modality-specific systems. 7(2), 84-91.
- Barton, J. (1996). Interpreting character emotions for literature comprehension. *Journal of Adolescent & Adult Literacy*, 40(1), 22-28.
- Beach, R. (1993). *A Teacher's Introduction to Reader-Response Theories*. NCTE Teacher's Introduction Series: ERIC.
- Beach, R., Appleman, D., Hynds, S., Wilhelm, J., Fecho, B., & Simon, R. (2011). *Teaching literature to adolescents*: Routledge.
- Beach, R., & Marshall, J. (1991). *Teaching Literature in the Secondary School*: ERIC.
- Beckett, C., Maughan, B., Rutter, M., Castle, J., Colvert, E., Groothues, C., Kreppner, J., Stevens, S., O'Connor, T. G., & Sonuga-Barke, E. J. (2006). Do the effects of early severe deprivation on cognition persist into early adolescence? Findings from the English and Romanian adoptees study. *Child development*, 77(3), 696-711.
- Beckett, S. (2006). *En attendant Godot*: Grove Press.
- Berntson, G. G., Bigger, J. T., Eckberg, D. L., Grossman, P., Kaufmann, P. G., Malik, M., ... & VAN DER MOLEN, M. W. (1997). Heart rate variability: origins, methods, and interpretive caveats. *Psychophysiology*, 34(6), 623-648.
- Berntson, G. G., Cacioppo, J. T., & Quigley, K. S. J. P. r. (1991). Autonomic determinism: the modes of autonomic control, the doctrine of autonomic space, and the laws of autonomic constraint. 98(4), 459.
- Berntson, G. G., & Cacioppo, J. T. J. D. e. (2004). Heart rate variability: Stress and psychiatric conditions. 57-64.
- Bestgen, Y. (1994). Can emotional valence in stories be determined from words? *Cognition & Emotion*, 8(1), 21-36.
- Bianco, M. (2012). *The spirit of Marlowe: creating an ethics on the English Renaissance stage* (Doctoral dissertation, Rutgers University-Graduate School-New Brunswick).

- Biason, A. (1993). Emotional responses of high-school students to short stories. *Unpublished doctoral dissertation, University of Toronto.*
- Bradley, M. M., & Lang, P. J. (1999). *Affective norms for English words (ANEW): Instruction manual and affective ratings* (Vol. 30, No. 1, pp. 25-36). Technical report C-1, the center for research in psychophysiology, University of Florida.
- Brady, M. S. (2009). The irrationality of recalcitrant emotions. *Philosophical Studies*, 145(3), 413-430.
- Brandom, R. (1997). *Précis of making it explicit. Philosophy and Phenomenological Research*, 57(1), 153-156.
- Briesemeister, B. B., Kuchinke, L., & Jacobs, A. M. (2011). Discrete emotion norms for nouns: Berlin affective word list (DENN–BAWL). *Behavior Research Methods*, 43(2), 441-448.
- Brooks, C., Warren, R. P. (1938). *Understanding poetry*. New York: Henry Holt, 8.
- Busselle, R., & Bilandzic, H. (2009). Measuring narrative engagement. *Media Psychology*, 12(4), 321-347.
- Caldwell, J., Wilson, G., Cetinguc, M., Gaillard, A., Gundel, A., Lagarde, D., Makeig, S., Myhre, G., & Wright, N. (1994). Psychophysiological assessment methods (AGARD-Advisory Report 324). *Neuilly sur Seine: AGARD.*
- Campos, J. J., Mumme, D. L., Kermoian, R., & Campos, R. G. (1994). A functionalist perspective on the nature of emotion. *Monographs of the society for research in child development*, 59(2-3), 284-303.
- Cardiology, T. F. o. t. E. S. o. (1996). Heart rate variability standards of measurement, physiological interpretation, and clinical use. *Eur Heart J*, 17, 354-381.
- Casewit, S. (1985). Teaching English as a foreign language in Muslim countries. *Muslim Education Quarterly*, 2(2), 4-24.
- Chandra, P. (2011). *Financial management*: Tata McGraw-Hill Education.
- Chaoui, A., & Dellal, M. (2015). The Theatre of the Absurd. Retrieved from https://www.academia.edu/13758086/The_Theatre_of_the_Absurd
- Citron, F. M., Weekes, B. S., & Ferstl, E. C. (2014). How are affective word ratings related to lexicosemantic properties? Evidence from the Sussex Affective Word List. *Applied Psycholinguistics*, 35(2), 313-331.
- Cohn, A., Fehr, E., & Maréchal, M. A. J. N. (2014). Business culture and dishonesty in the banking industry. *516(7529)*, 86.
- Coleridge, S. T. (1967). *Biographia Literaria. Edited, with His Aesthetical Essays by J. Shawcross*: [London] Oxford University Press, 1907, 1967 printing.
- Collingwood, R. G. (1938). *The principles of art* (Vol. 11): Oxford University Press.
- Cozby, P. C., Worden, P. E., & Kee, D. W. (1989). *Research methods in human development*: Mayfield Publishing Company.
- Creswell, J. W. (2009). Mapping the field of mixed methods research. *Journal of Mixed Methods Research* 3 (2) 95-108
- Culler, J. D. (1997). *Literary Theory: A Very Short Introduction (Very short introductions)*: Oxford University Press.

- Cupchik, G. C. (2006). Emotion in Aesthetics and the Aesthetics of Emotion. In P. Locher, C. Martindale, & L. Dorfman (Eds.), *Foundations and Frontiers in Aesthetics. New directions in aesthetics, creativity and the arts* (pp. 209-224). Amityville, NY, US: Baywood Publishing Co.
- Curtis, B. M., & O'Keefe Jr, J. H. (2002). *Autonomic tone as a cardiovascular risk factor: the dangers of chronic fight or flight*. Paper presented at the Mayo Clinic Proceedings.
- Davis, M. H. (1980). A multidimensional approach to individual differences in empathy. The University of Texas at Austin. JSAS Catalog of Selected Documents in Psychology, 10, p. 85.
- De Choudhury, M., Gamon, M., Counts, S., & Horvitz, E. (2013). Predicting depression via social media. *ICWSM*, 13, 1-10.
- De Sousa, R. (2005). The Art of the possible in life and literature. *Schriftenreihe-Wittgenstein Gesellschaft*, 34, 347.
- Djikic, M., & Oatley, K. (2014). The art in fiction: From indirect communication to changes of the self. *Psychology of Aesthetics, Creativity, and the Arts*, 8(4), 498.
- Djikic, M., Oatley, K., & Moldoveanu, M. C. (2013). Reading other minds: Effects of literature on empathy. *Scientific Study of Literature*, 3(1), 28-47.
- Djikic, M., Oatley, K., & Peterson, J. B. (2006). The bitter-sweet labor of emoting: The linguistic comparison of writers and physicists. *Creativity research journal*, 18(2), 191-197.
- Djikic, M., Oatley, K., Zoeterman, S., & Peterson, J. B. (2009). Defenseless against art? Impact of reading fiction on emotion in avoidantly attached individuals. *Journal of Research in Personality*, 43(1), 14-17.
- Durkheim, E. (2014). *The division of labor in society*: Simon and Schuster.
- Duschek, S., Muckenthaler, M., Werner, N., & del Paso, G. A. R. (2009). Relationships between features of autonomic cardiovascular control and cognitive performance. *Biological psychology*, 81(2), 110-117.
- Elliott, T. R., Shewchuk, R. M., & Richards, J. S. (2001). Family caregiver social problem-solving abilities and adjustment during the initial year of the caregiving role. *Journal of Counseling Psychology*, 48(2), 223.
- Fairclough, N. (1995). Critical discourse analysis. The critical study of language. *Language in social life series*. London: Longman.
- Fischer, R. G., & Fischer, J. M. (2006). The development of an emotional response to literature measure: The affective response to literature survey. *Alberta journal of educational research*, 52(4), 265.
- Fish, S. E. (1973). How ordinary is ordinary language? *New Literary History*, 5(1), 41-54.
- Fish, S. E. (1976). Interpreting the "Variorum". *Critical Inquiry*, 2(3), 465-485.
- Fish, S. E. (1980). *Is there a text in this class?: The authority of interpretive communities*: Harvard University Press.
- Fontaine, J. R., Scherer, K. R., Roesch, E. B., & Ellsworth, P. C. (2007). The world of emotions is not two-dimensional. *Psychological science*, 18(12), 1050-1057.

- Franco, A., Neves, C. M., Quintão, C., Vigário, R., & Vieira, P. J. P. T. (2014). Singular Spectrum Analysis of pupillometry data. Identification of the sympathetic and parasympathetic activity. *17*, 273-280.
- Frank, D. L., Khorshid, L., Kiffer, J. F., Moravec, C. S., & McKee, M. G. (2010). Biofeedback in medicine: who, when, why and how? *Mental health in family medicine*, 7(2), 85.
- Frijda, N. H. (1986). *The Emoticons*: Cambridge University Press, Cambridge.
- Frijda, N. H. (1986). *The emotions: Studies in emotion and social interaction*. Paris: *Maison de Sciences de l'Homme*.
- Furuseh, T. (2012). Reading Literature Supports Cognitive and Emotional Development. A Practical Realization on the basis of Zora Neale Hurston's *Their Eyes Were Watching God*.
- Gardner, R. C., & MacIntyre, P. D. J. L. I. (1993). On the measurement of affective variables in second language learning. *43*(2), 157-194.
- Gerrig, R. J. (1993). *Experiencing narrative worlds: On the psychological activities of reading*: Yale University Press.
- Grainger, J., Dufau, S., Montant, M., Ziegler, J. C., & Fagot, J. (2012). Orthographic processing in baboons (*Papio papio*). *Science*, 336(6078), 245-248.
- Grantley, D., & Roberts, P. (1996). Christopher Marlowe and English renaissance culture. Scholar.
- Gravetter, F., & Forzano, L.-A. (2015). *Research methods for the behavioral sciences*: Nelson Education.
- Green, M. C., & Brock, T. C. (2000). The role of transportation in the persuasiveness of public narratives. *Journal of personality and social psychology*, 79(5), 701.
- Green, M. C., Garst, J., & Brock, T. C. (2004). The power of fiction: Determinants and boundaries. *The psychology of entertainment media: Blurring the lines between entertainment and persuasion*, 161-176.
- Grice, P. (1989). Common sense and skepticism. *Grice (1989)*, 147-53.
- Griffin, E. A. (2012). *A first look at communication theory/Em Griffin*. New York: McGraw-Hill.
- Gross, J. J., & Levenson, R. W. (1995). Emotion elicitation using films. *Cognition & emotion*, 9(1), 87-108.
- Hansen, A. L., Johnsen, B. H., & Thayer, J. F. (2003). Vagal influence on working memory and attention. *International Journal of Psychophysiology*, 48(3), 263-274.
- Hauk, O., Johnsrude, I., & Pulvermüller, F. J. N. (2004). Somatotopic representation of action words in human motor and premotor cortex. *41*(2), 301-307.
- Hawkes, T. (2003). *Structuralism and semiotics*: Routledge.
- HeartMath. (2016). *emWave Desktop-user manual [Owner's Manual]*. Retrieved from <https://bio-medical.com/media/support/emwave-desktop-manual.pdf>
- Hogan, P. C. (2011). *What literature teaches us about emotion*: Cambridge University Press.

- Hooti, N., & Torkamaneh, P. (2011). Samuel Beckett's Waiting for Godot: A Postmodernist Study. *English Language and Literature Studies*, 1(1), 40.
- Hsu, C.-T., Jacobs, A. M., Citron, F. M., & Conrad, M. (2015). The emotion potential of words and passages in reading Harry Potter—An fMRI study. *Brain and language*, 142, 96-114.
- Hurston, Z. N. (2015). *How it feels to be colored me*. Carlisle, Mass.: Applewood Books.
- Hutchings, M. T., Withers, P. J., Holden, T. M., & Lorentzen, T. (2005). *Introduction to the characterization of residual stress by neutron diffraction*: CRC press.
- Iqbal, M. (2013). *The reconstruction of religious thought in Islam*: Stanford University Press.
- Robinson, J. (2005). *Deeper than reason: Emotion and its role in literature, music, and art*. Oxford University Press on Demand.
- Jacobs, A. M. (2015). Towards a neurocognitive poetics model of literary reading. *Cognitive neuroscience of natural language use*, 135-159.
- Jakobson, R. (1960). Linguistics and poetics *Style in language* (pp. 350-377): MA: MIT Press.
- Jandt, F. E., & Beaver, C. D. (1973). Biofeedback as Intrapersonal Communication. Retrieved from <https://files.eric.ed.gov/fulltext/ED079789.pdf>
- Jeffrey, L. R. (1989). Writing and rewriting poetry: William Wordsworth. *Creative people at work: Twelve cognitive case studies*, 69-89.
- Karavidas, M. K., Lehrer, P. M., Vaschillo, E., Vaschillo, B., Marin, H., Buyske, S., Malinovsky, I., Radvanski, D., & Hassett, A. (2007). Preliminary results of an open label study of heart rate variability biofeedback for the treatment of major depression. *Applied psychophysiology and biofeedback*, 32(1), 19-30.
- Karim, S. M. S., Fathema, F., & Hakim, A. (2015). Dr. Faustus: Theist or Atheist? *Journal of Education and Practice*, 6(6), 144-149.
- Knutson, E. M. (1993). Teaching whole texts: Literature and foreign language reading instruction. *French Review*, 12-26.
- Koh, J., Brown, T. E., Beightol, L. A., Ha, C. Y., & Eckberg, D. L. (1994). Human autonomic rhythms: vagal cardiac mechanisms in tetraplegic subjects. *The Journal of physiology*, 474(3), 483-495.
- Krashen, S. D. (1982). Principles and practice in second language acquisition. Pergamon Press Inc.
- Krashen, S. D. (1987). *Principles and practice in second language acquisition*: New York.
- Lagos, L., Vaschillo, E., Vaschillo, B., Lehrer, P., Bates, M., & Pandina, R. (2008). Heart rate variability biofeedback as a strategy for dealing with competitive anxiety: A case study. *Biofeedback*, 36(3), 109.
- Lamarque, P. (2009). The philosophy of literature. *Analysis*. 69(3), 593-594
- Larsen, S. F., & Seilman, U. (1988). Personal reminders while reading literature. *Text-Interdisciplinary Journal for the Study of Discourse*, 8(4), 411-430.

- Lea, R. B., Rapp, D. N., Elfenbein, A., Mitchel, A. D., & Romine, R. S. (2008). Sweet silent thought: Alliteration and resonance in poetry comprehension. *Psychological Science*, 19(7), 709-716.
- Lehne, M., Engel, P., Rohrmeier, M., Menninghaus, W., Jacobs, A. M., & Koelsch, S. (2015). Reading a suspenseful literary text activates brain areas related to social cognition and predictive inference. *PLoS One*, 10(5), e0124550.
- Lehrer, P. (2007). Principles and Practice of Stress Management: Advances in the Field. *Biofeedback*, 35(3).
- Lehrer, P. M., Vaschillo, E., & Vaschillo, B. (2000). Resonant frequency biofeedback training to increase cardiac variability: Rationale and manual for training. *Applied psychophysiology and biofeedback*, 25(3), 177-191.
- Lehrer, P. M., Vaschillo, E., Vaschillo, B., Lu, S.-E., Eckberg, D. L., Edelberg, R., Shih, W. J., Lin, Y., Kuusela, T. A., & Tahvanainen, K. U. (2003). Heart rate variability biofeedback increases baroreflex gain and peak expiratory flow. *Psychosomatic Medicine*, 65(5), 796-805.
- Lehrer, P. M., & Woolfolk, R. L. (2007). Research on clinical issues in stress management. *Principles and practice of stress management*, 3, 703-721.
- Lois, T. (1999). Critical theory today: a user-friendly guide: Grand Publishing, Inc. New York and London.
- Li, M. P., & Lam, B. H. (2005). Cooperative learning. *The Active Classroom, The Hong Kong Institute of Education. Hong Kong*.
- Long, W. J. (2013). *English Literature: Its History and Significance for the Life of the English-Speaking World*: Start Classics.
- Lucking, D. (2000). Our Devils Now Are Ended: A Comparative Analysis of The Tempest and Doctor Faustus. *The Dalhousie Review*.
- Marlowe, C., & Davies, J. (1865). *The works of Christopher Marlowe: with some account of the author, and notes, by the Rev. Alexander Dyce*: Routledge, Warne, and Routledge.
- Marsh, E. J., & Fazio, L. K. (2006). Learning errors from fiction: Difficulties in reducing reliance on fictional stories. *Memory & Cognition*, 34(5), 1140-1149.
- Marsh, E. J., Meade, M. L., & Roediger III, H. L. (2003). Learning facts from fiction. *Journal of Memory and Language*, 49(4), 519-536.
- Martin, E. (1972). *Theatre of the Absurd*. Penguin books Limited
- Martinelli, N. (2009). Bliss Out with emWave, Stress Relief System for Mac. Reterieved from <https://www.cultofmac.com/14157/bliss-out-with-emwave-stress-relief-system-for-mac/>
- McAlindon, T. (1981). The Ironic Vision: Diction and Theme in Marlowe's Doctor Faustus. *The Review of English Studies*, 32(126), 129-141.
- McAlindon, T. (1995) *Doctor Faustus: The predestination theory*, English Studies, 76(3), 215-220
- McCraty, R. (2001). *Science of the heart: Exploring the role of the heart in human performance*: HeartMath.

- McCraty, R. (2002). *Influence of cardiac afferent input on heart-brain synchronization and cognitive performance*. Paper presented at the International Journal of Psychophysiology.
- McCraty, R. (2003). The scientific role of the heart in learning and performance. *available as an e-booklet from www. heartmath. com. au.*
- McCraty, R., & Childre, D. (2010). Coherence: bridging personal, social, and global health. *Altern Ther Health Med*, 16(4), 10-24.
- McCraty, R., Shaffer, F. J. G. A. i. H., & Medicine. (2015). Heart rate variability: new perspectives on physiological mechanisms, assessment of self-regulatory capacity, and health risk. 4(1), 46-61.
- McCraty, R., & Tomasino, D. (2004). *Heart rhythm coherence feedback: A new tool for stress reduction, rehabilitation, and performance enhancement*. Paper presented at the Proceedings of the First Baltic Forum on Neuronal Regulation and Biofeedback.
- McInnis, D. (2013). The Year's Work in Marlowe Studies: 2012. *Marlowe Studies*, (3), 175.
- Miall, D. S. (2000). On the necessity of empirical studies of literary reading. *Frame: Utrecht Journal of Literary Theory*, 14(2-3), 43.
- Miall, D. S. (2001). Sounds of contrast: An empirical approach to phonemic iconicity. *Poetics*, 29(1), 55-70.
- Michelman, E. H., Moulhaud, P., Tripp, D. L., & Isaacs, S. M. (2010). Selection paradigm for displayed user interface: Google Patents.
- Mowlana, H. (2013). Communication and cultural settings: An Islamic perspective *The global intercultural communication reader* (pp. 251-261): Routledge.
- Naqvi, A. M. (2014). *Islam and nationalism*. Lulu Press, Inc.
- Niedermeyer, E., & da Silva, F. L. (2005). *Electroencephalography: basic principles, clinical applications, and related fields*: Lippincott Williams & Wilkins.
- Oatley, K. (1995). A taxonomy of the emotions of literary response and a theory of identification in fictional narrative. *Poetics*, 23(1), 53-74.
- Oatley, K. (1999). Why fiction may be twice as true as fact: Fiction as cognitive and emotional simulation. *Review of General Psychology*, 3(2), 101.
- Oatley, K., & Duncan, E. (1992). *Incidents of emotion in daily life*: John Wiley & Sons.
- Oatley, K., Mar, R. A., & Djikic, M. (2012). The psychology of fiction: Present and future. *Cognitive literary studies: Current themes and new directions*, 235-249.
- Obeidat, M. M. (1997). Language vs. literature in English departments in the Arab world. *Forum*, 35 (1).
- Oteiwy, G. O. (2012). Language in Waiting for Godot. *Adab Al-Kufa*, 1(14), 9-28.
- Parrott, W. G. (2001). *Emotions in social psychology: Essential readings*: Psychology Press.
- Peirce, C. S., Hartshorne, C., & Weiss, P. (1931). *Collected papers of Charles Sanders Peirce. Vol. 1, Principles of philosophy*. Belknap Press of Harvard University Press.

- Pennebaker, J. W., Francis, M. E., & Booth, R. J. (2001). Linguistic inquiry and word count: LIWC 2001. *Mahway: Lawrence Erlbaum Associates*, 71(2001), 2001.
- Picard, R. W., Vyzas, E., Healey, J. J. I. t. o. p. a., & intelligence, m. (2001). Toward machine emotional intelligence: Analysis of affective physiological state. 23(10), 1175-1191.
- Poole, A., & Ball, L. J. (2006). Eye tracking in HCI and usability research. In *Encyclopedia of human computer interaction* (pp. 211-219). IGI Global.
- Porges, S. W. (1992). Autonomic regulation and attention. *Attention and information processing in infants and adults*, 201-223.
- Porges, S. W. (1995). Orienting in a defensive world: Mammalian modifications of our evolutionary heritage. A polyvagal theory. *Psychophysiology*, 32(4), 301-318.
- Povey, J. F. (1967). Literature in the English as a second language (ESL) program, problems of language and culture.ERIC
- Pratt, D. (2010). Islamic Prospects for Interreligious Dialogue: The Voice of Fethullah Gülen. *and peacebuilding*, 189.
- Prentice, D. A., Gerrig, R. J., & Bailis, D. S. (1997). What readers bring to the processing of fictional texts. *Psychonomic Bulletin & Review*, 4(3), 416-420.
- Purves, A. C., & Beach, R. (1972). Literature and the reader: Research in response to literature, reading interests, and the teaching of literature.ERIC
- Purwandini Sutarto, A., Abdul Wahab, M. N., & Mat Zin, N. (2012). Resonant breathing biofeedback training for stress reduction among manufacturing operators. *International journal of occupational safety and ergonomics*, 18(4), 549-561.
- Reicher, M., & Marek, J. (2005). The Art of the Possible in Life and Literature.Retrieved from <https://www.researchgate.net>
- Richards, I. A. (1929). *Practical Criticism; a Study of Literary Judgement*, by IA Richards: New York, Harcourt, Brace & World.
- Richards, I. A. (1965). *The Philosophy of Rhetoric*, A Galaxy Book (p. 94). New York: Oxford University Press.
- Riis, J. A. (2010). *How the other half lives*: Macmillan.
- Robinson, F. (2012). The Islamic World: World System to 'Religious International' *Religious Internationals in the Modern World* (pp. 111-135): Springer.
- Robinson, J. (2005). *Deeper than reason: Emotion and its role in literature, music, and art*. Oxford University Press on Demand.
- Rosenblatt, L. (1938). Literature as exploration. New York: Noble and Noble, Publishers: Inc.
- Ross, M. W. (2011). *The Evolution of Education: The Use of Biofeedback in Developing Heart Intelligence in a High School Setting* (Doctoral dissertation, University of Calgary, Graduate Division of Educational Research).
- Saito, S. (2007). *Culture and authenticity: the discursive space of Japanese detective fiction and the formation of the national imaginary*. The University of Iowa.

- Sarkar, I. K. A. (2018). Subjugation, Caste Discrimination and Quest for Identity: A Critical Dalit Response to Laxman Babu Mane's Upara: An Outsider. *International Journal of Social Sciences & Humanities*, 3(2), 9-15.
- Schmidtke, D., Conrad, M., & Jacobs, A. M. (2014). Phonological iconicity. *Frontiers in psychology*, 5, 80.
- Schmidtke, D. S., Schröder, T., Jacobs, A. M., & Conrad, M. (2014). ANGST: Affective norms for German sentiment terms, derived from the affective norms for English words. *Behavior research methods*, 46(4), 1108-1118.
- Schuler, D. (2013). Doctor Faustus in the twenty-first century. *AI & society*, 28(3), 257-266.
- Schwartz, M. S., & Andrasik, F. E. (2003). *Biofeedback: A practitioner's guide*: Guilford Press.
- Shahidullah, S. M., & Shiblu, N. H. (2013). Existential Aspects in Beckett's "Waiting for Godot". *BANGLADESH RESEARCH FOUNDATION JOURNAL*, 65.
- Siepmann, M., Aykac, V., Unterdörfer, J., Petrowski, K., & Mueck-Weymann, M. (2008). A pilot study on the effects of heart rate variability biofeedback in patients with depression and in healthy subjects. *Applied psychophysiology and biofeedback*, 33(4), 195-201.
- Siepmann, M., Aykac, V., Unterdörfer, J., Petrowski, K., Mueck-Weymann, M. J. A. p., & biofeedback. (2008). A pilot study on the effects of heart rate variability biofeedback in patients with depression and in healthy subjects. 33(4), 195-201.
- Singh, R. (2013). An Elaboration of Anguish and Despair Elements in Samuel Beckett's Waiting for Godot. *International Multidisciplinary Research Journal*, II(IV).
- Speer, N. K., Reynolds, J. R., Swallow, K. M., & Zacks, J. M. (2009). Reading stories activates neural representations of visual and motor experiences. *Psychological Science*, 20(8), 989-999.
- Spielberger, C. D., Gorsuch, R. L., Lushene, R., Vagg, P. R., & Jacobs, G. A. (1983). Consulting Psychologists Press; Palo Alto, CA: 1983. *Manual for the state-trait anxiety inventory*.
- Spielberger, C. D. (1989). *State-trait anxiety inventory: a comprehensive bibliography*: Consulting Psychologists Press.
- Stanford, W. B. (2014). *Greek Tragedy and the Emotions (Routledge Revivals): An Introductory Study*: Routledge.
- Stegner, P. D. (2016). The Will to Forget: Ovidian Heroism and the Compulsion to Confess in Marlowe's Doctor Faustus. In *Confession and Memory in Early Modern English Literature*(pp. 75-105). Palgrave Macmillan, London.
- Stangor, C. (2014). *Research methods for the behavioral sciences*: Nelson Education.
- Strack, B. W. (2003). *Effect of heart rate variability (hrv) biofeedback on batting performance in baseball*. ProQuest Information & Learning.
- Stratford, T., Lal, S., & Meara, A. (2012). Neuroanalysis of therapeutic alliance in the symptomatically anxious: the physiological connection revealed between therapist and client. *American journal of psychotherapy*, 66(1), 1-21.
- Sun, S. (2014). Rethinking translation studies. *Translation Spaces*, 3(1), 167-191.

- Sutarto, A., & Wahab, M. A. (2008). *The effect of HRV biofeedback for improving operators' cognitive performance*. Paper presented at the Proceedings of Fifth International Cyberspace Conference on Ergonomics [CD-ROM].
- Sutarto, A. P., Wahab, M. N. A., & Zin, N. M. (2010). Heart Rate Variability (HRV) biofeedback: A new training approach for operator's performance enhancement. *Journal of industrial engineering and management*, 3(1), 176-198.
- Suvorov, N. (2006). Psychophysiological training of operators in adaptive biofeedback cardiorhythm control. *The Spanish journal of psychology*, 9(02), 193-200.
- Swensen, S., Kabcenell, A., & Shanafelt, T. J. J. o. H. M. (2016). Physician-organization collaboration reduces physician burnout and promotes engagement: the Mayo Clinic experience. *61*(2), 105-127.
- Teplan, M. (2002). Fundamentals of EEG measurement. *Measurement science review*, 2(2), 1-11.
- Tettamanti, M., Buccino, G., Saccuman, M. C., Gallese, V., Danna, M., Scifo, P., ... & Perani, D. (2005). Listening to action-related sentences activates fronto-parietal motor circuits. *Journal of cognitive neuroscience*, 17(2), 273-281.
- Thayer, J. F., & Lane, R. D. (2007). The role of vagal function in the risk for cardiovascular disease and mortality. *Biological psychology*, 74(2), 224-242.
- Thayer, J. F., & Lane, R. D. (2000). A model of neurovisceral integration in emotion regulation and dysregulation. *Journal of affective disorders*, 61(3), 201-216.
- Thibault, P. J. (2013). *Re-reading Saussure: The dynamics of signs in social life*: Routledge.
- Tiller, W. A., McCraty, R., & Atkinson, M. (1996). Cardiac coherence: A new, noninvasive measure of autonomic nervous system order. *Alternative therapies in Health and Medicine*, 2(1), 52-65.
- Tillmann, B., & Dowling, W. J. (2007). Memory decreases for prose, but not for poetry. *Memory & Cognition*, 35(4), 628-639.
- Todorov, T. (1982). *Symbolism And Interpretation* (1978). Trans. Catherine Porter. New York: Cornell University Press.
- Vadapalli, R. R. (2015). Faith, Religion, Merit, Sin and Spirituality. *Ars Artium*, 107.
- Valera, B., Dewailly, E., & Poirier, P. (2011). Impact of mercury exposure on blood pressure and cardiac autonomic activity among Cree adults (James Bay, Quebec, Canada). *Environmental research*, 111(8), 1265-1270.
- Valsson, J. (2012). Godot is Dead: Nietzsche and Beckett on Salvation and Suffering in a Godless Universe. Student Thesis. Stockholm University, Faculty of Humanities, Department of English
- Van Dixhoorn, J., & Duivenvoorden, H. (1985). Efficacy of Nijmegen questionnaire in recognition of the hyperventilation syndrome. *Journal of psychosomatic research*, 29(2), 199-206.
- Van Peer, W. (1986). Stylistics and psychology: The theory of foregrounding investigated. London: Croom Helm.

- Vitasari, P., Wahab, M. N. A., Othman, A., Herawan, T., & Sinnadurai, S. K. (2010). The relationship between study anxiety and academic performance among engineering students. *Procedia-Social and Behavioral Sciences*, 8, 490-497.
- Wallentin, M., Nielsen, A. H., Vuust, P., Dohn, A., Roepstorff, A., & Lund, T. E. (2011). Amygdala and heart rate variability responses from listening to emotionally intense parts of a story. *Neuroimage*, 58(3), 963-973.
- Wang, J. (2011). The Religious Meaning in Waiting for Godot. *English Language Teaching*, 4(1), 197.
- Wessman, C. (2001). I'll Play Diana': Christopher Marlowe's Doctor Faustus and the 'Actaeon Complex. *English Studies*, 82(5), 401-419.
- Wheater, I. (2004). Literature and philosophy: Emotion and knowledge? *Philosophy*, 79(02), 215-245.
- Whissell, C. (1999). Phonosymbolism and the emotional nature of sounds: evidence of the preferential use of particular phonemes in texts of differing emotional tone. *Perceptual and Motor Skills*, 89(1), 19-48.
- Whissell, C. (2002). Emotion conveyed by sound in the poetry of Alfred, Lord Tennyson. *Empirical Studies of the Arts*, 20(2), 137-155.
- Whissell, C. (2011). To those who feel rather than to those who think: Sound and emotion in Poes poetry. *International Journal of English and Literature*, 2(6), 149-156.
- Wiseman, M., & van Peer, W. (2003). Roman jakobsons konzept der selbstreferenz aus der perspektive der heutigen kognitionswissenschaft. *Roman Jakobsons Gedichtanalysen*, 277-306.
- Wolcott, H. F. (1994). *Transforming qualitative data: Description, analysis, and interpretation*: Sage.
- Xu, J., Kemeny, S., Park, G., Frattali, C., & Braun, A. (2005). Language in context: emergent features of word, sentence, and narrative comprehension. *Neuroimage*, 25(3), 1002-1015.
- Yasnitsky, A. (2009). *Vygotsky circle during the decade of 1931-1941: toward an integrative science of mind, brain, and education* (Doctoral dissertation).
- Yeager, D. (1995). Marlowe's Faustus: Contract as Metaphor. *U. Chi. L. Sch. Roundtable*, 2, 599.
- Yirinec, J. A. (2013). Re-Envisioning the Faust Legend: Christopher Marlowe's the Tragical History of Doctor Faustus and Richard Burton and Nevill Coghill's Doctor Faustus. *Literature/Film Quarterly*, 41(1), 67.
- Yousaf, I., Abdul Aziz, N. A. B., Iqbal, M., Wahab, A., & Bin, M. N. (2016). Literature and emotions an empirical test through HRV biofeedback at Taibah University. *International Journal of English Language and Linguistics Research*. 4 (4) 33-49
- Zarabozo, J. a.-D. M. (2010). *The Life, Teachings and Influence of Muhammad Ibn Abdul-Wahhaab*: International Islamic Publishing House Riyadh.
- Zysk, J. (2013). The Last Temptation of Faustus: Contested Rites and Eucharistic Representation in Doctor Faustus. *Journal of Medieval and Early Modern Studies*, 43(2), 335-367.